

1962 1963 1964
December Issue

The C.A.U.T. *Bulletin*

A Publication

Of The

CANADIAN ASSOCIATION

OF

UNIVERSITY TEACHERS

VOLUME 11 NUMBER 3
DECEMBER 1962

CANADIAN ASSOCIATION OF UNIVERSITY TEACHERS

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Published six times a year. Subscription Rate: 1 year for \$3.00.

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Telephone: UNiversity 6-1812.

Printed by Quality Press Limited, Montreal.

Authorized as second class mail by the Post Office Department, Ottawa, and for payment of postage in cash.

TENURE AND TENACITY

An Editorial

Elsewhere in this issue, readers will find a review of the dismissal of Professor S. S. Orr from the University of Tasmania. The incident is a spectacularly untypical one; the lurid charges brought against Orr, and the fact that someone fired a rifle at him, give the whole affair an air of unreality at this distance. The Australians, it is easy to feel, are too colourful altogether. How much more sedately we conduct these affairs in Canada ! And yet the essential point in the Orr case is no different from that in the Crowe case, or in others less publicized. Whatever Orr's faults or merits, he held an academic post of which tenure should have been an essential attribute and he was dismissed from it without a fair hearing. That sort of thing not only can happen here, it does happen here. It is as a reminder of that brute fact, not as a bit of academic cheesecake, that the Orr case is worth our notice.

Since its establishment in September 1959, the C.A.U.T. National Office has been appealed to in fourteen breach of tenure cases. None of them has been publicized, but all of them have been acted on. Only one appeal has led to a formal investigation by the C.A.U.T. Tenure Committee; in the other cases the informal intervention of the Executive Secretary has been enough to secure fairer practice by the university administration. "Breach of tenure" is of course a misnomer : the institutions concerned generally had no established tenure agreements to be broken. Scarcely more than a dozen Canadian universities have such agreements. The legal basis for tenure, even where specific rules have been accepted, is uncertain to say the least. We really depend on a vague convention that such a thing as tenure exists and on the ability of the C.A.U.T. to protest if the convention is ignored.

No convention can be expected to survive for very long if practice does not conform to it, or to be useful if it remains so vague that nearly any practice can be alleged to conform to it. The conditions of academic tenure, and the procedures relating to it, need to be made reasonably uniform, specific and clear. The object of academic tenure is clear enough : to secure the freedom of investigation and of utterance that academics need to do their job properly. That freedom is a simple necessity if the quality of our universities is to be improved or maintained. The protection of individuals in their jobs is not an object of academic tenure, but only a means towards its object. The same object requires that some individuals should not be so protected. There is no case for extending tenure to shelter incompetence, or for applying it before some reasonable probationary period. Dismissals for cause are necessary; it is however no less necessary that the cause be stated and that the person dismissed be given a fair hearing. Rules for tenure and procedures for dismissal are two sides of the same coin, and both sides need to be clearly stamped. Whether or not the coin can ever be made legal tender, it is important that it should become current among Canadian universities.

The C.A.U.T. Tenure Practices Committee, which made an interim report to Council in November, is gathering information on existing practices. A study of the present law relating to tenure is also to be commissioned. On the basis of this work the C.A.U.T. will be able both to define acceptable conditions and procedures and to indicate where or how they are not in force. A single national code, uniform in detail, is a distant prospect even if it is actually desirable. The immediate task, the negotiating of acceptable agreements, falls on local associations and on local administrations. The long-term interests of both require sound agreements, but in fact success will depend on the initiative, and even more on the tenacity and persistence, of local associations.

HONOUR WHERE IT IS DUE

An Editorial

At the November Council meeting, delegates took time from normal business to record the C.A.U.T.'s gratitude to three men. Honorary life memberships were conferred upon V. C. Fowke, F. H. Howes and F. H. Underhill.

Professor Underhill, whose distinctions include that of being the only person in Canada to have received an honorary degree from a university that once tried to dismiss him, was presented by Dean F. R. Scott as a man who has come to symbolize the best type of university professor : one who has conferred honour upon himself in gaining the affection of his students and the respect of his colleagues. Professor Howes was president of the Association from 1952 to 1954 and editor of the *Bulletin* from 1953 to 1960. He saw the Association through the federal grants crisis, was its president when the annual salary survey was begun and was a vigorous promoter of establishing a permanent central office. As Professor J. R. Mallory said in presenting him, no other man has poured so much sheer energy into the C.A.U.T. Professor Fowke was the Association's third president from 1954 to 1956, was the author of the report that produced the first C.A.U.T. salary scale and in 1958 was chairman of the C.A.U.T. committee reporting on the United College case. His colleague in that investigation, Professor B. Laskin, in presenting Professor Fowke, paid tribute to the scholarship and balanced judgement which have characterized his service to the Association.

The C.A.U.T. has been fortunate in the men who have guided its infancy. Next spring, it will be twelve years old and entering upon that notoriously difficult stage of growth, the 'teens. It must face new problems without losing sight of old ones still unsolved; if it is to play a new role it must do so without departing from its established values; if it acquires a new personality it must do so without losing its early spirit. One thing will not change : the Association will continue to depend on the vigour, dedication and judgement of men like Professors Fowke and Howes.

THE NOVEMBER COUNCIL MEETING

A Report by the Executive Secretary

The semi-annual meeting of the National Council of C.A.U.T. was held at Montreal in the Laurentien Hotel during the week-end of November 24-25. One new application, that of the Faculty Association at St. Paul's College in Winnipeg, was formally accepted. An application from the Faculty Association at Loyola College in Montreal was referred, following the usual practice, to a committee for report at the June meeting. For the first time there was present an official representative of the Headquarters Association, and individuals who belong to C.A.U.T. through this Association will receive a report from that representative, Professor Savage of Loyola.

Several lively issues were discussed during the two days. The controversial resolution on action with regard to R.C.M.P. "surveillance" activity on university campuses provoked much discussion. In fact, at one time there were no fewer than six alternative or amended resolutions before Council. The matter was finally referred to a committee empowered to produce two or three possible resolutions for circulation to associations and for vote at the June meeting.

The president, Professor Gosselin, reported on negotiations with regard to selecting a research assistant for the national office. Interested parties are advised that letters of application should be submitted as soon as possible to Professor Gosselin at Laval University in Quebec.

The University Financing Committee, chaired by Professor English, submitted its final report and its recommendations were vigorously discussed. Copies of the adopted recommendations are being circulated.

The Salary Committee, following its instructions from the June Council meeting, not only presented the usual salary survey for 1962-1963, but proposed a new official salary scale for 1963-1964 as well. This is the first revision of the 1956 national scale, and suggests as a realistic target for next year, minimum salaries of \$15,000 for full professors, \$12,000 for associates, \$9,000 for assistants and \$7,000 for lecturers.

The Treasurer's Report presented the financial statement for the past year, showing once again a balance for investment. Professor Slater pointed out, however, that the Association is falling behind in its plan to create an invested surplus of twice its annual budget. The work of the national office and its costs are increasing as faculty members, university administrations, governmental agencies and other professional associations are availing themselves of its services. More important, the expansion that is now taking place is through affiliation of new associations, most of which are small in size and very much in need of our assistance and advice. Their affiliation, however, usually means a greater drain on the national budget. The revenue of the national association ought to be increased, the treasurer pointed out, and this can best be done by increasing the membership at those few larger universities where the proportion of faculty members supporting C.A.U.T. is lower than 70%.

One interesting fact that arose from the discussion was that an increasing number of associations have made arrangements with their respective administrations to have C.A.U.T. fees deducted from salary cheques and remitted to the local association treasurer at an agreed date. The association at U.B.C., for example, of a total eligible faculty membership of slightly less than 700, has only three who have indicated that they wish to remain outside the national association. For years the U.B.C. membership has been on a block basis, with a remission of about 15% for the block payment. This fall, however, the U.B.C. association has asked that this privileged membership be discontinued and fees for its membership will be paid at the normal rate.

A number of important decisions were made. The Executive and Finance Committee was instructed to take steps to bring about, as quickly as possible, a detailed and comprehensive study of the economic status of the university teaching profession across the whole country. This study will examine not only the salary basis as compared with that of other professions, but "fringe benefits" as well. It will compare pension plans with one another and with comparable plans in other professions, will survey life and disability insurance plans, mortgage loan provisions, housing assistance schemes and practices with regard to moving allowances, research assistance, travel grants and tax allowances. The Executive Secretary suggested that, while the information which the national office has been supply-

ing has obviously been of value, it is not detailed enough nor sufficiently accurate as to detail, and is dependent entirely upon the energy and persistence of local officers.

Another important decision was to commission a study of the present law with regard to tenure in Canadian universities. It is hoped that this study can be carried out this summer by a member or members of one of the law faculties. The Council also approved the Executive's action in appointing Professor Kenneth Byrd of McGill to chair a small committee to draft and present a brief to the Royal Commission on Taxation. The brief will present our claim to be considered for income tax purposes as members of a profession, even though by the nature of our profession we can practice it only as salaried employees.

J. H. S. REID,
Executive Secretary

CANADIAN UNIVERSITY SALARIES 1962-63

(Presented to Council, 24 November 1962. Revised 17 December 1962.)

Tabulation of Salaries

Salary figures for 34 universities and colleges are listed in the appended table. This is similar to the table published in the December 1961 C.A.U.T. *Bulletin* for 1961-62 salaries. No figures are available for Laurentian and Jean de Brébeuf, and in two other cases the most recent figures are not yet at hand.

In each case, members of religious orders are excluded, unless paid on the same scale as lay staff. Professional schools are included, except for clinical appointments. (In the case of Saskatchewan, figures are given with and without these clinical appointments.) The table gives basic annual salaries for full-time academic staff only. The Committee has tried to ensure uniform adherence to these rules, and would appreciate being informed of any discrepancies.

Except where indicated, figures for individual universities were computed by the Dominion Bureau of Statistics, under the supervision of Mr. R. Mitchener, chief of the Higher Education section. The business officers of the various universities agreed to allow D.B.S. to release this information to us; but at a meeting last June they specified that they wished to give 10th and 90th percentile salaries instead of minimum and maximum salaries for each rank.

These percentile figures give a reasonable indication of the spread of salaries within each rank, and one can understand the motive for preferring not to release actual maximum salaries. On the other hand, the Committee is not so happy about the substitution of bottom 10th percentiles for actual minima, and will attempt to get agreement next year to revert to the minima.

In most universities, the bottom 10th percentile is identical with the floor, and there are no persons paid below the official floors. There are, however, exceptions to this, and in a few instances the official floor is a hope for the future rather than a present reality. C.A.U.T. has traditionally been very concerned with the lot of the lowest paid members of our profession, and hence we are reluctant to have one-tenth of our members drop out of sight.

For each university and in each rank, four figures are given :

The upper decile (or 90th percentile)

The average (or arithmetic mean) — underlined

The lowest decile (or 10th percentile)

The official floor.

Deans are not listed separately, but are included in the Overall Average. This figure also includes a few persons in "Other ranks," such as ungraded visiting professors.

Universities are listed in order of decreasing overall average salary. The position of a university in this list may be influenced by variations in designations given to junior teachers. If a university lists very few instructors, this may be because it makes all its junior persons Assistant Professors and pays them more than they would receive at another place. On the other hand it may also call them Teaching Assistants, pay them less, and omit them from the tabulation.

Comments on the Table of Salaries

Changes since last year were small : the mean increase in the overall average salary is only 3.4%, but impressive gains were made by four institutions :

St. Mary's	12.2%
Waterloo Lutheran	10.0%
Ont. Agric. College	9.5%
Ottawa	8.2%

In a rapidly expanding university, where many new junior instructors are hired, there may be a decrease in the overall-average figure, even although every faculty member received salary increases. This may have happened at Victoria, B.C. (instructors up from 39 to 52) at Dalhousie (up from 14 to 21), and at Memorial (10 to 22).

The salary paid to Department Heads exceeds that paid to Other Full Professors by about \$1,000, on the average. There are interesting variations in this, reflecting perhaps differences in the role of a Department Head at different universities. The following list is compiled in order of decreasing differential paid to Department Heads :-

Western	\$3,167	Queen's	\$784
Toronto	2,928	Waterloo	722
U.B.C.	1,941	Victoria, B.C.	617
Ottawa	1,450	Bishop's	567
Assumption	1,419	New Brunswick	365
Manitoba	1,238	McMaster	363
Ont. Agric. C.	1,219	Saskatchewan	248
Ont. Vet. C.	1,083	Waterloo Lutheran	175
Memorial, Nfld.	911	St. John's	105
Alberta	888	Dalhousie	-124 (minus)

Salaries and Age

The Salary Committee is planning to study the relation between the average age of faculty members of a given rank at each university and the average salary paid them. Permission has been received for D.B.S. to release figures of the average age, but these have not yet been computed by the Bureau.

It is hoped that this study will shed some light on questions such as these :

Are there pronounced differences between universities in the average age at which a faculty member can expect to be promoted?

Is the higher salary paid at some universities related to a higher average age of its faculty members?

How do university salaries compare with salaries of other occupations for people of the same age and experience?

Submitted for the C.A.U.T. Salary Committee.

F. K. BOWERS (U.B.C.)
Chairman

**Annual Salaries actually paid to Full-time Academic Staff
at Canadian Universities, 1962-63**

<i>UNIVERSITY with numbers in ranks</i>	<i>OVERALL AVERAGE</i>	<i>Dept. Head Director</i>	<i>Other Full Professor</i>	<i>Associate Professor</i>	<i>Assistant Professor</i>	<i>Inst. & Lecturer</i>
Laval 6:27:68:67:72:62 (s)	10,074	14,500 13,189 12,000 —	14,000 12,770 12,000 12,000	11,000 9,901 9,000 9,000	— 8,484 7,400 7,000	— 7,242 5,400 6,000
Ontario Vet. College 1:5:12:22:24:1 (s)	9,830 (up 548)	— 13,500 — 11,500	12,500 12,417 12,000 10,500	10,500 9,809 8,600 8,600	8,600 7,746 6,900 6,900	— — — 5,500
McGill (n, p)	9,698 (up 458)	— — — —	17,500 14,052 12,000 11,500	12,000 10,142 9,000 8,500	9,500 8,160 7,000 6,500	7,000 6,143 5,500 5,000
Alberta (inc. Calgary) 13:46:58:210:259:28 (s)	9,655 (up 155)	14,675 13,522 12,500 12,250	13,500 12,634 12,000 12,000	11,000 10,449 9,100 9,000	8,700 7,767 6,600 6,500	6,500 6,011 5,450 —
Queen's 4:35:43:49:87:39	9,631 (up 314)	15,400 13,301 12,000 12,000	13,500 12,517 12,000 12,000	10,850 9,753 9,000 9,000	8,900 7,844 7,000 7,000	6,800 6,062 5,500 5,500
Toronto -:49:153:190:201:186 (f, T)	9,593 (up 231)	20,100 16,181 13,800 12,000	14,550 13,253 12,000 12,000	11,200 9,969 9,000 9,000	8,600 7,818 7,000 7,000	6,875 5,760 4,600 5,500
Western Ontario -:41:27:60:95:56	9,553 (up 794 in 2 yrs)	20,000 14,813 11,750 —	12,500 11,646 11,000 11,000	10,300 9,522 8,700 9,000	9,000 7,938 7,200 7,000	7,350 6,519 5,500 5,500
U.B.C. 13:48:113:173:276:162 (f)	9,420 (up 369)	16,000 14,696 13,000 12,000	14,000 12,755 12,000 12,000	11,000 10,007 9,000 9,000	8,000 7,860 7,000 7,000	7,700 6,263 5,000 5,500
Manitoba 7:47:25:96:138:64	9,348 (up 71)	15,500 13,626 12,300 12,000	13,000 12,388 12,000 12,000	11,000 10,067 9,300 9,000	8,800 7,976 7,000 7,000	6,900 6,198 5,300 —
McMaster 6:13:16:45:64:27	9,278 (up 376)	14,400 13,083 12,300 —	14,010 12,720 12,000 12,000	11,160 9,999 9,000 9,000	8,430 7,748 7,200 7,020	7,140 6,512 6,000 6,000
Bishop's 3:8:2:8:5:5	9,192 (up 192)	— 11,313 — —	— 10,750 — 10,250	— 8,875 — 8,000	— 6,740 — 6,500	— 6,050 — 5,500

<i>UNIVERSITY with numbers in ranks</i>	<i>OVERALL AVERAGE</i>	<i>Dept. Head Director</i>	<i>Other Full Professor</i>	<i>Associate Professor</i>	<i>Assistant Professor</i>	<i>Inst. & Lecturer</i>
York - : 8 : 0 : 10 : 8 : 10 (f)	9,182	— 14,375 — 12,000	— — — —	11,100 9,400 9,000 9,000	— 7,363 — 7,000	6,700 6,265 6,000 6,000
Montreal	(was 9,173 ;	1962/3	figures not yet available)			
Ont. Agric. College 2 : 18 : 25 : 51 : 77 : 25 (f, s)	9,143 (up 793)	13,500 13,139 12,000 11,500	12,500 11,920 10,750 10,500	10,500 9,916 9,000 8,600	8,600 7,904 6,900 6,900	6,000 5,354 4,800 5,500
Saskatchewan 11 : 36 : 24 : 91 : 101 : 82	9,121 (up 223)	13,800 13,006 12,300 —	13,700 12,758 12,000 12,000	11,000 10,092 9,000 9,000	8,700 7,812 7,000 7,000	6,800 6,244 5,500 5,000
the same, but incl. clinical apptmts. 11 : 47 : 25 : 102 : 111 : 87 (S)	9,990	25,000 15,419 12,300 —	13,950 13,048 12,000 12,000	14,700 10,974 9,000 9,000	8,800 8,365 7,000 7,000	7,000 6,526 5,500 5,000
Sir Geo. Williams - : - : - : - : - : - : - : (G, m, x)	approx. 8,850 (up 600 approx.)	13,500 — 12,900 —	12,900 — 10,500 —	11,100 9,600 8,500 —	8,500 7,600 6,500 —	8,000 6,500 5,200 —
Carleton 1 : 5 : 12 : 42 : 31 : 20	8,844 (up 78)	— 13,360 — —	11,400 11,142 10,500 10,500	10,700 9,750 9,000 9,000	8,500 7,552 7,000 7,000	6,875 6,183 5,550 —
U. of Waterloo 4 : 7 : 9 : 21 : 48 : 28	8,746 (up 231)	— 12,770 — 11,800	— 12,044 — 11,200	10,775 10,011 9,010 9,000	8,700 7,929 7,160 7,000	7,100 6,303 5,660 5,500
Dalhousie 4 : 23 : 16 : 37 : 46 : 21	8,590 (down 94)	13,000 11,054 9,825 —	13,625 11,178 9,500 —	11,425 9,046 7,675 —	9,000 7,030 6,000 —	6,750 5,433 4,020 —
Ottawa 6 : 33 : 11 : 36 : 67 : 56 (s)	8,561 (up 647)	13,500 11,868 10,000 11,500	11,600 10,418 9,500 11,000	9,800 9,286 8,400 9,000	8,700 7,800 7,000 7,000	7,000 6,001 5,500 5,500
Assumption 2 : 10 : 2 : 37 : 55 : 20 (s)	8,348 (up 194)	13,650 12,144 10,500 10,000	— 10,725 — 10,000	10,670 9,207 8,300 8,000	8,550 7,612 6,550 6,300	6,750 5,936 5,100 5,000
Brandon College 2 : 1 : 2 : 11 : 13 : 5 (p)	8,078	— — 10,200	— 10,250 —	10,100 9,264 8,500 8,500	8,000 7,138 6,100 6,500	— 5,700 — 5,000
New Brunswick 6 : 16 : 15 : 38 : 59 : 25	8,063 (up 107)	11,850 10,965 10,000 9,500	11,250 10,600 9,500 9,500	9,500 8,574 8,000 8,000	7,800 6,876 6,000 6,000	6,250 5,410 4,500 3,500

<i>UNIVERSITY with numbers in ranks</i>	<i>OVERALL AVERAGE</i>	<i>Dept. Head Director</i>	<i>Other Full Professor</i>	<i>Associate Professor</i>	<i>Assistant Professor</i>	<i>Inst. & Lecturer</i>
N. S. Tech. -7:1:4:18:2 (p)	8,047 (up 317)	— — 9,000	— 10,813 — 9,000	— 8,875 — 8,000	7,500 6,903 6,500 6,000	— — — 4,000
Sherbrooke 2:1:0:4:29:58 (s)	7,904 (up 290)	— — 11,300	— — 11,300	— 10,500 — 9,000	9,550 8,264 7,300 6,700	8,800 7,409 6,300 5,600
Victoria, B. C. 1:8:3:23:35:52 (f)	7,884 (down 156)	— 12,750 — 12,000	— 12,133 — 12,000	10,000 9,396 9,000 9,000	8,700 7,800 7,000 7,000	7,500 6,156 5,000 5,500
Lakehead College 15 ungraded staff (s)	7,767 (up 117)	— — — —	— — — —	9,300 7,767 7,000 6,000	— — — —	— — — —
Waterloo Lutheran 2:4:2:13:18:10 (s)	7,544 (up 687)	— 9,750 — 9,550	— 9,575 — 9,550	9,100 8,477 8,050 8,050	7,950 7,083 6,450 6,450	5,800 5,350 5,050 4,800
Memorial, Nfld. 3:9:5:25:43:22 (m, n, s)	7,514 (down 10)	10,500 10,411 9,800 9,500	9,500 9,500 9,500 9,500	9,500 8,428 8,000 8,000	8,000 7,012 6,500 6,500	6,000 5,322 4,000 —
St. Mary's -1:0:17:17:11 (s)	7,256 (up 788)	— — — 9,500	— — — 9,500	9,800 8,721 8,000 8,000	7,200 6,776 6,200 6,200	6,000 5,445 5,000 5,000
United College -:-8:5:7:23 (m, n, p, x)	7,014 (up 254)	— — — 9,500	11,000 10,562 9,500 9,500	8,300 8,100 8,000 8,000	7,500 6,700 6,500 6,500	6,400 5,637 4,800 4,800
Mt. Allison -:-21:3:23:30 (m, n, p, x)	6,936 (up 229)	— — — —	10,100 9,214 8,600 8,600	8,000 7,900 7,700 7,700	7,500 8,826 6,500 6,500	6,400 5,323 4,000 4,000
St. Francis Xavier	(was 6,740;	1962/63 figures not yet available)				
St. John's, Winnipeg 2:0:0:3:9:5	6,542 (up 105)	— — — —	— — — —	— 7,600 — —	6,400 6,356 6,200 —	— 5,020 — —

AVERAGE OF ALL
AVERAGE OF ALL
UNIVERSITIES
5:19:23:48:66:39
(A, f)

8,640 (up 300)	14,600 12,967 11,300 11,000	12,900 11,566 10,800 10,800	10,400 9,375 8,600 8,600	8,400 7,497 6,700 6,700	6,900 5,991 5,100 5,100
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EXPLANATION OF SYMBOLS USED IN THE TABLE

The four figures given for each rank are, respectively :

Upper decile — Average — Lower decile — Official floor.
“-” means the figure is not available.

The OVERALL AVERAGE is compared with last year's figure, where this is available; e.g. (up 548).

The numbers immediately below the name of a university indicate the number of faculty members in each of the six ranks :-

Dean : Dept. Head : Other Full Professor : Associate Professor : Assistant Professor : Instructor & Lecturer.

(Note that the very few Department Heads who are not Full Professors are listed under their rank, and not under Heads.)

The letter symbols below the name of a university have the following meaning :-

(A) : Deciles and floors are approximate, and rounded off to the nearest \$100.

(f) : Floor for "Instructor & Lecturer" does not apply to the whole group.

(G) : The return from Sir George Williams is an unofficial one, from their faculty association. It uses medians instead of averages, and maxima and minima instead of deciles. The Overall Average is our estimate, using last year's numbers in ranks.

(m) : Maxima and minima are used instead of deciles.

(n) : Returns *not* from D.B.S., but figures are official.

(p) : Figures for Full Professors include Heads.

(s) : Some automatic salary increases.

(S) : The university of Saskatchewan has requested that both sets of figures be listed. In the opinion of the Committee only the first set is comparable with that of other universities, since these are assumed to have excluded clinical appointments.

(T) : Toronto's figures do not include Victoria, Trinity & St. Michael's Colleges and the Ontario College of Education.

(x) : Overall Average excludes deans.

THE UNIVERSITY OF LEICESTER

*by G. H. Martin**

Leicester is a manufacturing city in the English Midlands, 99 miles north of London; a sprawling, prosperous place, mostly built of red brick, with a population of 275,000. At its centre it encloses important Roman remains and a medieval castle, but it took much of its present shape in the nineteenth century when it became the heart of the British hosiery trade. Its most striking characteristics today are obvious wealth, and a cleanliness that in Britain is not usually associated with manufacturing industry; it is a city of open streets, wide parks and many gardens. Besides these it maintains a serious-minded tradition of popular improvement and educational endeavour. It is also, although it would not think of itself primarily in that sense, a university city.

Leicester has two memorials to the first World War : one in stone, the other an institution. The first is a monumental arch, designed by Sir Edward Lutyens, which looks northward over the city from the edge of Victoria Park; with a processional avenue, that is never used, running through a municipal flower-garden below it, and the rolling ground of the park behind. The second is the University of Leicester, which is housed a little way from the arch, along the ridge which marks the northern edge of the park. Originally in one building, now in an expanding cluster, spiked with cranes and bound by concrete roads, it is moving rapidly from its old, respectful isolation to jostle the edge of the War Memorial Gardens.

The university is not yet a monumental institution, but its history is written plainly enough in its buildings. The oldest is a large sub-Georgian block of buff and grey brick, plain but dignified, quadrangular in plan, and with a low central pediment and flanking pavilions on its main front. This was once the Leicestershire Lunatic Asylum, built in 1837 at a corner of what was then the Leicester race-course and is now Victoria Park. It was built cheaply, but, fortunately for its later, and perhaps even for its original inmates, in a style that looks back to the Palladian style of eighteenth-century England rather than to the cathedrals and castles of medieval Europe, like the asylums, universities and railway stations of a slightly later date. The asylum was abandoned at the beginning of the present century, and

*University of Leicester.

served as a military hospital during the first World War. In 1919, empty again, it was bought by a local philanthropist, who gave it to house the new Leicestershire and Rutland College, then mooted as a thank-offering for the end of the war. The first thirteen members of the college — a principal, a registrar, two lecturers, and nine students — were installed in the building in 1921.

From 1923 to 1939 the college, which changed its name in the late 1920's to University College, Leicester, rattled a little dismally in its enormous husk. Although it enlarged its range of subjects by adding physics and chemistry, it remained very small, drawing most of its undergraduates from the city. There were only 122 full-time students when the war broke out, and their numbers soon dropped, but the building was now nearly filled for the first time under the strange pressures of war : a college evacuated from London shared quarters with a variety of officials and committees, while special courses run for the armed services filled the students' vacant places. All this activity ceased in 1945, but it was immediately succeeded by a great expansion of the university college as demobilized veterans came home to pursue their interrupted or postponed studies. The strain of the war came to pay extraordinary dividends to education, and the smaller British universities and university colleges, of which Leicester was then the smallest, found themselves besieged by applicants. As the number of students rose from 109 in 1945 to 730 in 1950 the college began to re-equip itself with the money that the government provided, both through scholarships and by direct grants.

The old building, so long too large, now proved too small; its open courtyard was first closed by a new range of buildings at the back in 1946, and then sub-divided by an extension to the library in 1952-3. Meanwhile disagreeable and enduring buildings of the kind called Temporary were raised in the courtyard, and the biological sciences were housed in a new laboratory. The rate of growth slackened in the early 1950's, but in 1953 a new block, housing refectories, senior and junior common rooms, an auditorium, and the various offices of the Students' Union, was built in a corner of the old grounds. Since then a new plot of nine acres, stretching towards the War Memorial Gardens, has been partially filled with chemistry and physics laboratories (1957-61), and a large lecture theatre. Two more buildings are projected for this site, housing departments ranging from biochemistry to geology, while a palace of engineering

is now shaping behind the old main building. The department of engineering alone will add 200 students to the university when it is complete in 1963-4. The total of students is now 1,588, and is expected to rise to 3,000 in the next decade.

This curious pattern of growth is marked by the architectural styles of the buildings, which run from the bleak and, in places, insulting work done immediately after World War II, through successive attempts to match the Georgian front of the main building, to the uncompromising freedom of the new laboratories, with glass cladding over steel and concrete frames. It is matched by the university's constitutional development, which has followed a similar path, though one less picturesquely decorated.

The Leicestershire and Rutland College was financed by public subscriptions and by supporting grants from various public bodies, including a halfpenny rate — an annual sum equivalent to one halfpenny from each pound paid to the rating fund — from the city of Leicester. The foundation of a university was sporadically discussed in Leicester from the last decade of the nineteenth century, and it was a scheme naturally stimulated by the existence from 1881 of the university college in the neighbouring, and in some respects rival, city of Nottingham. When in 1918 the end of the war gave the patient champions of higher learning their opportunity, the institution that emerged was naturally less imposing in size and scope than the images evoked by earlier speculations. Founding a university (in the United Kingdom at least) is like having a house built to one's own specifications: the most attractive ideas usually prove too expensive to be realized.

The one essential of which the new college could be sure was a respectable academic standard. Since the University of London's degrees were opened to external candidates in the middle of the nineteenth century, new universities had been able to prove themselves by submitting their candidates for London degrees until they were able to petition for a charter to grant degrees of their own. The first institution in England to follow this course was Owen's College, Manchester, the parent of the University of Manchester; and an apprenticeship of this kind was the obvious and the best course for the Leicester and Rutland College. It allowed the new college to make a very modest start, offering only such courses as it could at first

afford, and yet guaranteed degrees to the successful students which were of a higher standing than those of any new university could be. That at least was the argument at the time, though it may seem now to be an argument from necessity. English experience since 1945 suggests that students are more likely to be attracted than repelled by the newness of a new university, and that by the time that the Privy Council is willing to recommend a charter the petitioners' academic respectability is beyond dispute. The cautious beginnings made by Leicester and its predecessors may be taken as a comment upon the financial stringency of their early years, before the state began to support the universities on a substantial scale, and upon the very small demand for university places in England before the second World War.

The new college, therefore, began in a very simple way; the first principal, Dr. R. F. Ratray, who was the minister of the city's Unitarian Great Meeting, lectured in English and Latin subjects, and was supported at first by only two other, temporary, lecturers. The entire staff in the 1920's numbered only half a dozen lecturers, teaching that number of subjects in the Arts and Natural Sciences. Given this tiny establishment, and the fact that the syllabus was determined by the University of London's regulations, the administration of the college was almost entirely a matter of simple finance — and that within severely circumscribed bounds. The college was registered in December 1921 as a limited liability company without share capital, and was administered by a council which consisted substantially of the original promoters of the scheme and its active well-wishers. The Council delegated work to committees, including an academic committee; the Principal was entitled to attend all their meetings although he was not a member of the Council. Some of the lecturers were also invited to attend the academic committee, but the direction of affairs was plainly and naturally in the hands of laymen. Things were not changed by the college's registration as "University College, Leicester" in 1927, but in 1930 a sustained protest by the lecturers led to the creation of an Academic Board, on which the Principal and the senior teaching members of the college sat with laymen appointed by Council.

This was an improvement, though a small one, and lent some substance to the college's change of title, but the chief obstacles between the college and the status and privileges of a university were

matters of national finance, not of academic and local politics. All through the 1920's and 30's schemes for enlarging the college were frustrated by economic crisis and the government's spasmodic re-trenchment, and when some promise of improvement came it was immediately overshadowed by the threat of war. The war's demands almost destroyed the Arts departments in the universities, and bore particularly upon places like Leicester, where shortage of funds lent special importance to subjects that could be expounded cheaply, with the aid of a lectern or a blackboard and chalk. With a mere handful of students and no permanent endowment, even the gentle triumphs of the 1930's — to speak modestly of a decade that numbered Sir Charles Snow and Dr. J. H. Plumb among Leicester's alumni — seemed infinitely remote and final in the early 1940's.

Just at this point, however, fortune changed dramatically, and as the certainty of victory grew the prospect of great social change grew with it. The universities — all the universities — evidently had a commanding role to play when the war was done, and even the smallest of them had interesting potentialities. Cheered by the course of public and official opinion, University College, Leicester, applied for a grant from the government to help its development, and after inspection by the University Grants Committee its application was approved in the spring of 1945.

The University Grants Committee has developed with the institution of regular grants from the Treasury to the British universities. It is a semi-official body composed of academics and Treasury officials, with some members of business corporations. Its function is to sustain the universities with grants from public funds, while sparing them the disadvantages of direct negotiation with, and accountability to, the Treasury. The U. G. C., as it is usually known, has financed by far the greater part of the universities' expansion since 1945, and its recognition of Leicester remains the most important single event in the history of the college and university. It also had an immediate effect upon Leicester's constitution, as the new grants were conditional upon changes intended to bring the college generally into line with modern British universities. The Academic Board, which had planned the successful negotiations was replaced by a Senate, while chairs were established in a number of departments.

The departmental organization which is usual in the modern British universities is as accidental, and probably as firmly established, as the collegiate pattern that characterizes Oxford and Cambridge. Although Oxford and Cambridge dominate all popular British thinking about universities, their constitution has never been repeated — and never will be — because the distinguishing characteristic of a college is not antiquity but autonomy, an independence based upon a competent endowment. The modern universities, even when they have been launched by some act of private munificence, have all been sustained by funds raised by public and private appeals, and administered under lay supervision. This arrangement has in turn produced a special class of academics whose seniority fits them to take a share — and gradually a controlling share — in the financial administration of the university, and whose power has now been much increased by the general preponderance of government grants allotted by the U. G. C. The professor, as moulded by the traditions of the Scottish universities, proved to satisfy exactly the conditions of this kind of academic service: a distinguished figure, impressive to the university's benefactors and patrons, and controlling at will a subordinate staff who constitute with him a department, dedicated to his own scholarly discipline. The modern universities have consequently developed, with some local variations, upon hierarchical lines, and the type has been unquestioningly repeated, together with the centralized financial system that explains it, in each new foundation.

Professors and their departments therefore seemed a necessary addition to University College, Leicester, in 1946, and under the stimulus of the U. G. C.'s patronage they were quickly supplied. As it happened, the first professor appointed was the new head of the department of Adult Education, a director of extra-mural studies whose work lay outside the college's degree courses, but chairs of English, History and similar subjects followed. Some of the new professors were men promoted from among the college's lecturers, but most came from other universities, and all faced an immediate need to appoint new lecturers to match the rapidly increasing numbers of students. There was not, however, a professor for every subject taught, and in one or two instances departments grew under a lecturer in charge, who performed the duties of a professor with a smaller subordinate staff and a fainter lustre. The chief privilege

enjoyed by the heads of departments, whatever their title, was a seat on the college's Senate, a body developed from the old academic board and now composed entirely of the new aristocracy who controlled the academic business.

These developments were rounded off in 1950 by a royal charter of incorporation which invested the college with the legal benefits of fictitious personality, while changing its name from University College, Leicester, to the University College of Leicester. The change was more profound than it might seem to be, for when the university college petitioned successfully a few years later for the status of a full university, the constitution that it received with its new charter derived directly from that of the charter of 1950. The years of the university's adolescence lie between 1944 and 1950 rather than between 1950 and 1957.

Since 1957 Leicester has been a true university, independent and granting its own degrees. Its head is the Chancellor, Lord Adrian, the Master of Trinity College, Cambridge; and its chief executive and academic officer is the Vice-Chancellor, now Mr. T. A. F. Noble, who was elected in 1961. These offices replace those of the President (which Lord Adrian held from 1955 to the sealing of the charter in 1957) and the Principal of the University College. The Chancellor's functions, his ceremonial duties aside, are advisory rather than magisterial; and the right to interpret or amplify the university's powers rests in the last resort with H. M. The Queen, who acts as Visitor to all the modern universities, through the Privy Council. In practice the Chancellor's powers are not diminished by that reservation, and they are not, significantly, defined in the charter or the statutes of the university. He has a general competence which naturally weighs most in external affairs, but which extends readily to any matter on which his advice is sought. In Lord Adrian's tenure the office has lent strength, as well as distinction, to the university. The vice-chancellorship, similarly, is too weighty an office to be precisely defined; and the relevant statute speaks only of the Vice-Chancellor's concern with the good estate of the university, although in this case the duties are so many and so apparent that their detail obscures their scope.

The governing body of the university is the Court of Governors, usually known simply as Court, which meets at least once a year

and over which the Chancellor presides. Court has power to change the ordinances, the detailed code by which the university is administered, and also to recommend to the Privy Council changes in the statutes, the rules that amplify and are recited in the charter. It also appoints, and can remove, the principal officers of the university. In practice these powers are all formal. Court is a large body, the 200 members of which include life governors, representatives of the city, county and a variety of institutions, besides members of the university ranging from its officers to representatives of the Students' Union and of the graduates. It is the spiritual heir of the public meetings that first launched the University Appeal in 1919: the body of share-holders of a limited company that had no share capital, and paid no dividends. The Annual Report which the Vice-Chancellor presents to the Court on behalf of the Council of the University is a relic of the same kind. The powers of Court, in which anyone may share by donating £1,000 to the University — unless he bequeath that sum, in which case he may nominate a posthumous representative — are therefore more impressive on paper than in use; at the December meeting, when one's metabolism is low, even their potentiality is dimmed.

Just as the Court derives from the university's original promoters, so Council has descended from their executive committee: it plays the directorial board to the Court's nominal shareholders. It is a very much smaller body than Court, and meets more frequently, usually twice a term. On these occasions it wields the university seal, directs financial policy, confirms academic appointments, and generally supervises the university's affairs. Once again, however, the powers of the whole body are larger in theory than they are in practice. The initiative in Council lies with its General Committee, a body which repeats the proportion of academic and lay members on the Council itself (six to nine, as against twelve academics to twenty-one laymen on the whole Council), but on which academic opinion carries much weight. So far as a single board can, the General Committee makes the basic policies of the university, for it acts as the steering committee to the body that controls the funds, albeit funds that the government ultimately provides.* There are

*The functions of the General Committee may be affected by the Allocations Board, an academic committee of eight elected by the Senate, which from the fall of 1962 will distribute funds among the chief spending committees of Senate.

other more specialized boards of Council, including a finance sub-committee and a Buildings Committee, which is responsible to Council and Senate together, but the General Committee's is the commanding voice. Even so, its professorial minority would be less significant than it is if Council's general powers were not prescribed in a manner that emphasises the university's academic autonomy. Appointments are confirmed by Council, but they are made by Senate; even in the appointment of professors Council has only a negative voice. Like the Principal of the University College, the Vice-Chancellor is appointed upon the advice of a committee drawn equally from Council and Senate, an arrangement that could only work harmoniously between bodies that understand each other's powers very precisely, and that has been used twice, with notable efficiency and good will, since it was laid down by the charter and statutes of 1950. Any search, therefore, for the reserves of authority in Council is likely to lead through the General Committee to the Senate of the university.

The powers that Senate enjoys are mainly a direct consequence of the U. G. C.'s recommendations in 1945. The committee wished to see the small college of those days transformed into a healthily autonomous institution, with the control of academic affairs firmly secured not so much from outside interference as from the suspicion of interference. In fact, the ensuing changes gave the academic staff — or its senior members — unusually wide and unhampered competence, with entire freedom to shape and manage academic policy. This independence in turn has helped to give them a practical control of the university's other affairs, which survives as much by usage and the Council's forbearance as by the letter of the university's charter and statutes. In practice Senate's powers are wider than those of Council, and although Leicester is a small university by British standards, and *a fortiori* by North American, its Senate is therefore a very notable institution.

At the moment Senate is a parliament of heads of departments, and so very largely a professorial preserve. Not only are there no grades of professorship in Britain — one either has a chair or one does not — but at Leicester there is at present only one department, Chemistry, which has two professors. The second, appointed two years ago, received a place on Senate *qua* professor, but if the number of additional chairs were to increase this precedent might have to be

disallowed. If it were to be followed it would change the character as well as enlarge the size of Senate, but that point may not yet be widely appreciated in the university, where the usual identity of professor and head of department makes Senate look like a professorial stamping-ground. Of the present 29 members of Senate 21 are professors; besides them, and the vice-chancellor and registrar, there are the heads of two departments who happen not to be professors, the librarian, and three members of the academic staff of the university elected by their fellows. These members sit for three years, and represent those teaching members of the university who are not *ex officio* members of Senate. Their number was increased in 1961 from three to six, the maximum permitted by the statutes of the university, but the extra places will be filled only at early intervals.

Senate normally meets twice or three times each term. It has a final voice on all academic matters, and can discuss and express opinions to Council — opinions which in the circumstances are likely to be respected — on any topic relating to the university. Its formal business includes the approval of all but the most trifling matters of academic administration, but the substance of its debates comes from the regular reports of its committees. The most important of these is the Establishment Board*, a body which took its name before the word Establishment gained its present journalistic currency as a euphemism for oligarchic conspiracy, and which has defiantly kept it since. The Establishment Board is, like Senate, a body with very wide powers, but it is chiefly concerned, as its name implies, with staffing. It makes all academic appointments, except to chairs, which are filled by *ad hoc* committees of Senate; it recommends promotions, weighs pleas by departments for extra staff, and channels such funds as grants made in aid of research by outside bodies. There are not many matters of consequence that do not come under the Establishment Board's view, but some of its deliberations depend upon the work of two other committees, which share its most influential members. These are the Admissions Board, which determines the number of students that each department may admit, and the Development Board, which makes long-term plans for the university.

These boards, and others, like the Library Board and the Research Board, are elected by Senate, a number of places on each

*See footnote above, p. 21; in future the Establishment Board will negotiate with the Allocations Board for Funds.

being filled every year for a term of years. Membership of the Establishment Board is confined by Standing Orders to heads of departments, and practice limits it to a comparatively small circle of the *potentiores*. In the last three years, however, one of the three elected members of Senate has enjoyed a seat on the Development Board, and on the closely-associated Buildings Committee, a joint committee of Council and Senate. Before his election, both those committees seemed, like the Establishment Board, exclusive and rather remote institutions, but their recent experience shows that a senior lecturer can be as discreet, and perhaps even as sensible, as a professor.

Although the Establishment Board is, with the support of the other planning committees, the most influential body in the university, it is not allowed to act as a steering committee to Senate. Senate may be too large an assembly to conduct the board's more delicate business, but it is still small enough to be able to subject all its committees' reports to elaborate scrutiny and debate. In this way a balance is maintained between the large and the small departments. Given a constitution of this kind, the professor in charge of a large department — specifically at present a department with a large number of undergraduates reading for a Special Honours degree in that subject — inevitably takes a large part in university affairs. He is constantly involved in administrative work, and his department's demands for supplies and services give him a large interest, which he has to maintain, in university policies. The emergence of very specialized departments which devote their energy to research rather than to undergraduate teaching may alter this pattern in time, but at the moment there is a fairly straightforward correlation between the size of a department and its professor's prominence in university committees. In Senate, with a single vote for each department and a small uncommitted minority, the common interest can be shaped by collision, attrition, or, more often than not, by dispassionate goodwill. Academic debate has some very curious characteristics; one of the most striking is the widespread habit of conducting the opposition's case for it, so as not to waste a good argument.

Between Senate and the departments come the Faculty Boards — one for the Faculty of Arts, one for Science, and one for Social Science. Besides these there is a School of Education, with rather similar functions, but a different constitution. The Faculty Boards

comprise the heads of departments, and a number of co-opted members, lecturers chosen in effect by their professors. The chairman of each board is the dean of the faculty, who is elected by the board for three years, or the sub-dean, who is by custom the dean-elect. The boards discuss the work and progress of students — by definition those students whose work and progress is either eminently satisfactory or notably unsatisfactory — award prizes, and recommend the award of degrees or intermediate qualifications. They also discuss modifications to courses and pass them to Senate for its approval; a department which wishes to change a course will normally accomplish its object when Faculty Board smiles upon the scheme; Senate's approval usually follows.

Departmental administration varies more widely than the customs of medieval manors. Some professors consult their lecturers regularly, others not at all. Some departments meet at luncheon, some at coffee; some with a written agenda and little cards to remind the vague, others without bureaucratic trappings. The mode, which usually varies with the business to be done, depends upon the head-of-the-department's inclinations; but as the university has grown, more and more administrative work has been delegated, and departmental business, where its existence is recognized, has become more formal.

The student's contact with the university's government is slight and uneven; he or she is much more concerned with a particular department, or with teachers in several departments and with the professional administration conducted by the Registrar. Whether or not applicants for admission are interviewed before they are accepted depends upon the department — or with applicants for a General Honours degree, on the Faculty of their choice. Once his course has begun, the Special Honours student looks to his professor, and the General Honours student to his tutor, for information about the university as well as for appropriate academic instruction. Unless he wins a prize, or promises to fail an examination, or fails an examination, he hears of Faculty Board only as a body concerned with other, more eccentric people. At the end of the summer term he may be irritated by the news that examination results are confidential matter until Faculty Board's approval of them has been confirmed by Senate. If he returns to pursue research, he may have dealings with the Higher Degrees Board, with the Research

Board and its money-box, and with the Faculty Board again, but by that time he may also have a questing interest in university affairs.

Those senior members of the university who are not professors or heads of departments have a different experience. They are aware of the forms of university government and the ways in which it concerns their own affairs and promotions, the development of existing and new departments, and the future shape and size of the university, but in general they are indifferently informed about its workings. Some of them have been exercised in the past by a system which seems to divorce academic from administrative responsibilities, and so to create, despite all good intentions, a university which employs its teachers instead of being identified with them. In 1948 this shadow inspired the foundation of a Non-professorial Staff Association, which originally pressed for information about the proposed charter of 1950, and since then has kept an intermittent but reasonably effective watch upon the interests of the under-represented. The impending increase in the number of elected members of Senate, to the maximum allowed by the statutes, was promoted by the Association. One of the elected members now distributes an association newsletter which contains an account of current business and impending developments; much of its material is provisional until it has passed Council, but news is never the less acceptable for being confidential. The newsletter's readership includes the professoriate: its usefulness is now so general that there has been some talk of printing it, but any further access of respectability would probably be a mistake.

This sense of estrangement on the part of those who are not involved, and the burden that the system imposes upon those who are, are the chief defects in the university's constitution. They are not at present very serious weaknesses, although they could be, and they have already provoked some counter-measures. The system's strength is a good deal more notable, and in practice the university's constitution has proved effective and satisfactory. The largest responsibilities are borne by the vice-chancellor and the registrar, each of whom is concerned more or less in detail with the whole range of university government, and who also share the exacting business of negotiating with the U. G. C. The university's quinquennial estimates,

which mark the first step in securing its recurrent and other grants from the Government, are prepared by committees and discussed by Senate, but their prosecution depends upon these two officers. That task is already exacting enough, but if the Government persists in the policies declared in 1962 the universities may have to turn to other means of raising funds, with a correspondingly large increase in this already heavy burden. If, on the other hand, the Government's grants eventually match the prospective increase in the numbers of students, the university's growth will throw strain on more of its institutions. Senate in particular might have to become an entirely elected body, and the headship of a department a rotating office on the North American model. No prediction of this kind is safe, however, and none is made here. The university of Leicester has evolved a constitution that is reasonably flexible and that has worked well; it enjoys, and plans to keep, a single Senior Common Room in which casual meetings continually over-ride the hierarchical principles of its government. No discussion of the formal rules ought to omit that significant modification : it will continue to be a valuable asset, no matter how the university develops.

BOOK REVIEWS

STIPENDS AND SPOUSES: The Finances of American Arts and Science Graduate Students.

By James A. Davis (with David Gottlieb, Jan Hajda, Carolyn Huson and Joe L. Spaeth).

Chicago : The University of Chicago Press, 1962. viii, 294 pp. \$5.00

The expectation of increased university enrolments and the concern with changing manpower requirements have, in other countries at least, prompted considerable discussion and some research on the education and training of university students. The study under review fills in one particular aspect of this general area by asking how graduate students support themselves.

For the most part the data are drawn from a 1958 survey by the National Opinion Research Center on American graduate students in the traditional arts and science fields. Despite its relatively narrow focus, this detailed and carefully executed analysis touches

upon a variety of questions and problems - e.g., the differences in career and opportunity between students in the natural sciences and those in the social sciences and humanities, the relatively high drop-out rate in the graduate schools (about 30%), the recruitment of students to academic careers, and so on.

The main concern, however, is with student income and expenditure, their variation with a number of independent variables (type of school, division of study, student age and marital status, etc.), and their bearing on academic progress. Typically, American graduate students are characterized by rather high age levels — in part because of the need or desire to contribute to their own support while at college and, in part, because of the frequent delay, primarily out of choice or indecision, in going on to graduate school. As a result, half of the male students and almost a third of the females are married, and a considerable portion (e.g. 31% of Ph.D. candidates) have children. Typically, too, and closely related to the factors of age and position in the life cycle, graduate students are engaged in some form of employment. Those who are married and those with families seem, moreover, to have quite comfortable incomes. This is accomplished by gearing employment and income to financial needs and, then, by adjusting course loads and length of study to work requirements. One weakness of the study is that it does not examine the obvious, though difficult, dilemma : on the one hand, the social and psychological costs of delaying marriage and the raising of a family until after the degree has been obtained, especially in the face of a relatively low age of marriage among the rest of the population ; on the other, the possible consequences of part-time work prolonged over a number of years for the calibre of university training.

The sources of student income constitute the other side of the picture. Support by one's spouse and employment outside the university are important, but stipends (generally provided by the graduate schools themselves) are the most frequent source (71%). However, only 41% receive half or more of their income in this way and only about half obtain stipend money for which they are not required to work. In addition, although the chances of getting a stipend are related to ability, they are even more strongly associated with certain strategic locations : an advanced stage of training, work in the natural sciences and residence at a public institution.

Two important implications are suggested. First, the present size of stipends does not make it possible for the average student to pursue full-time study. Second, increased stipends would reduce work that is unrelated to graduate training, but not work *per se*. Research and teaching assistantships can, of course, provide useful experience in addition to necessary income. At the same time, they almost inevitably mean a prolongation of the student career and a return to the dilemma posed earlier.

If there is one criticism to be made of the study, it is that it adheres too closely to the survey data themselves. To take one example, a deeper probing of the motivations for advanced work and, more especially, of the largely voluntary delay in entering graduate school might have clarified the frequent discrepancies between progress in the normal life cycle and in the graduate career. Nevertheless, it is a useful and sophisticated report.

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ORR

By *W. H. C. Eddy*. Brisbane : Jacaranda Publishers Pty. Ltd. (Toronto : W. H. Smith & Son) 1961 Pp. xxxvi, 764, illus. \$13.25.

For a number of years the Australian academic community has been plagued by the "Orr Affair", but until recently Canadian academics have had only fragmentary reports of the case. As a consequence, Canadian understanding has not only been incomplete, but, in many ways, crudely distorted. In *Orr* by Professor W. H. C. Eddy, Canadians will find a detailed disturbing account of the tribulations and trials of Professor Sydney Sparkes Orr, the central figure in the "Orr Affair".

Professor Eddy's purpose in writing this book is not merely to vindicate Professor Orr but to make the public aware that Orr has been "the victim of a deliberate framing". However, by his outspoken denunciation of certain individuals, in particular the former Vice-Chancellor of the University of Tasmania, Professor Torliev Hytten, perhaps a further purpose will be served: to re-open the whole case. It is difficult to believe that the man who is blamed for the "framing" of Professor Orr can afford to permit Professor

Eddy's charges go unchallenged. It is equally difficult to believe that the Australian public when confronted by this account will not demand that the case be re-opened.

It will be argued by many that with such an avowed purpose Professor Eddy's account cannot possibly be objective and, therefore, it must be of little value. It will soon be evident to the reader, however, that Professor Eddy is determined to force Orr's attackers to hang themselves; that he is determined to prove his case by a scholarly analysis of the statements of Orr's enemies and not by a mere diatribe. Consequently, most of the evidence Professor Eddy uses is drawn from the judicial proceedings which "the Affair" produced: the record of the case before the Supreme Court of Tasmania and the Appeal Book of the High Court of Australia. The extensive use of judicial proceedings in addition to Professor Eddy's determination not to prejudice Orr's case by sheer sensationalism has resulted in a book which, while often fascinating, is also sometimes frustrating. Given these materials: *un ménage à trois*, assault, charges of sexual intercourse between a professor and student, and finally an attempted murder, some readers will regret that Professor Eddy did not produce a lurid best-seller. Such a book would have been easier to write (and to read), but Professor Eddy put aside this tempting approach in order to produce a scholarly thesis. Hollywood's loss has been Professor Orr's gain.

In a brief introduction Professor Eddy makes clear that the Orr case is a phase of a much larger intermittent struggle. This is the struggle of a small isolated academic community to survive in a hostile environment. In this sense, in its true meaning, the "Orr Affair" ceases to be a purely Tasmanian matter and becomes one which has its counterparts all over the western world. Thus the "Orr Affair" has immediate significance for those who are interested in the well-being of the Canadian academic community.

Long before Professor Orr arrived in Hobart there had been friction between the Faculty and the governing body, the University Council, which had resulted in the Council establishing its complete authority over all matters, including purely academic affairs. By 1954 this dominance had resulted in deplorable conditions; the physical plant was run down, the morale of both faculty and students was low. Even the Chancellor, Sir John Morris, the dominant figure

in the University Council, was aware of a bad, if not dangerous situation. Addressing the students of the university immediately prior to the time when Professor Orr made his charges, Morris stated : "... the University will give you half of what you are entitled to expect from a University and half of what you would get from most other Universities in the World." In the light of this confession it is little wonder that Professor Orr spoke out.

Professor Orr's protest took the form of "An Open Letter to the Premier, and Minister of Education of Tasmania" in which he wrote :

I consider it my public duty, both as a citizen and a Professor to re-emphasize that, under existing conditions, we are still a long way from having in Tasmania what in most British communities is dignified with the name of the University. The responsibility for this falls directly upon the University Council, whose primary function it is to ensure that the State of Tasmania shall have a University. This does not mean merely "tertiary education". It means that there shall be, as part of the Tasmanian way of life, a forum for the dissemination and discussion of those principles and values in which our democratic civilization is cradled and upon the vitality of which its life depends. It means further that members of the academic staff are not servants and students are not children, and neither can be, nor should be, treated as such. It also means that a University is a community within a community, and upon the continuance of the freedom of its members, be they professors, lecturers, or students, the freedom and dignity of the individual citizen, that is, of the larger community, depend. The consequence of failure to maintain this ideal has been sufficiently demonstrated in the totalitarian regimes during our own lifetime. The function of the Council of the University is not that of the Board of Directors either of a public utility or of a private industrial undertaking. Its function is to make available and maintain the material conditions which are necessary to enable the academic community (staff and students) to carry out in the community the vital role already mentioned.

It is self-evident that the Council of the University of Tasmania, as a result of apathy, neglect and maladministration over recent years, has failed completely to discharge its most vital duty to the Government and the people of Tasmania, of maintaining the traditional ideals of, and essential prerequisites for, a University.

Following this, in 1955 the government of Tasmania appointed a Royal Commission to enquire into conditions which existed in the University. In its findings the Commission recommended that the existing University Council should be abolished and that a new

Council with limited powers should be constituted. It became evident, however, that the government was not going to implement the essential recommendations and, in fact, was going to rely upon the members of the old Council for advice in drafting the new University Act. The day after the new act came into effect and the old Council's position was confirmed, an attack upon Professor Orr began.

A number of charges were brought against Professor Orr. Orr categorically denied these charges, and, upon the advice of counsel, refused to answer the questions put to him by members of the investigating committee of the Council. The Council, in March, 1956, ordered the outright dismissal of Professor Orr, not on the basis of the charges which Orr had denied, but because he had refused to submit to what Professor Eddy refers to as the Council's "Star Chamber" methods. Professor Orr then brought suit for wrongful dismissal before the Supreme Court of Tasmania. In the course of these proceedings Mr. Justice Green set aside sixteen of the twenty-two charges which the University claimed had justified the action taken by the Council. However, despite conflicting and often self-contradictory evidence, Mr. Justice Green found Professor Orr guilty on the other six charges (which related to his having sexual intercourse with a student) and decided that these provided sufficient grounds for his dismissal. In a sort of *obiter dicta* Mr. Justice Green decided that since Professor Orr, like all members of the faculty of the University of Tasmania, was a "servant of the University", outright dismissal was warranted. Professor Orr then launched an appeal before the High Court of Australia, but that Court, after reviewing the evidence, declined to act. The "Orr Affair" should have ended at this point.

But this was not the case. A number of persons were now convinced that Professor Orr had not received just treatment. A special committee of the Federal Council of University Staff Associations produced a report in which the judicial decision was severely criticized. The Scots Kirk Session investigated and decided that there was insufficient evidence to prove Orr guilty. In addition, the Roman Catholic Archbishop of Hobart and the Anglican Bishop of Tasmania spoke out in Professor Orr's defence. And now Professor Eddy has written a massive, well-documented denunciation of the persecutors of Professor Orr.

Despite these reactions the University Council has persisted in maintaining that the Orr case is closed. As a consequence, Professor Orr's chair, the Chair of Philosophy, has not been filled; the entire Faculty of Law of the University has resigned; the remaining academic staff is divided into hostile groups and the University of Tasmania is more isolated than ever.

Canadians, holding courts of law in high regard and noting that Professor Orr has had his day in court, are likely to be rather sceptical of Professor Eddy's charges that Orr was "the victim of a deliberate framing". For them, the proceedings before the Supreme Court of Tasmania become a focal point of Professor Eddy's thesis. However, upon reading his account of the proceedings it is evident that counsel for the university was determined to go to any lengths to destroy Professor Orr. And, upon learning of Mr. Justice Green's concept of proper judicial procedure, it is difficult not to condemn the entire findings of the court. To illustrate : University counsel, despite the protests of Professor Orr and his counsel, Mr. E. H. E. Barker, was permitted to examine Orr on the record of his dreams. This was warranted in Mr. Justice Green's view because the record might refer, not to dreams, but diary entries. This suggestion was advanced when not even counsel for the university had claimed this evidence to be other than that drawn from the record of Professor Orr's dreams. No wonder Mr. Barker denounced these proceedings as "a farrago of nonsense" ! On another occasion Mr. Justice Green set aside the testimony of a number of reputable witnesses and accepted the unsupported self-contradictory evidence of one of Professor's accusers. Actions such as these led Dr. R. D. Wright, of the University of Melbourne and a member of the Council of the Australian National University to denounce the entire procedure in these terms : "Those who attacked Orr succeeded . . . in turning a civil action before the Supreme Court of Tasmania into a political trial of the type made familiar in totalitarian countries." That such a charge could be made should cause even the most sceptical Canadian readers to wonder, if, in the case of Professor Orr, justice has been done. Certainly there are many responsible persons in Australia who do not think so.

Those members of the Canadian academic community who are concerned with the question of faculty representation on the governing bodies of universities will find a further source of interest in Pro-

fessor Eddy's book, for they will have a chance to see how faculty representation worked out at the University of Tasmania. It is obvious that faculty representation on the governing body, the University Council, did not prevent the development of deplorable conditions within the University; it is equally obvious that in their relationships with the non-academic element of the Council the faculty representatives were little better than supine collaborators. The net effect of faculty representation was to have a segment of the faculty committed to the policies of the Council and therefore, when Professor Orr made his charges, there was a group within the faculty which, already guilty by association, was ready to defend the Council and even associate itself in the attack upon Professor Orr. Consequently, from the start, it was impossible for the faculty to take united action to defend Orr. One can only wonder if this reaction was caused by the specific conditions which prevailed at the University of Tasmania or whether it was a necessary consequence of faculty representation on a governing body.

In Australia, Professor Orr's supporters compare the "Orr Affair" with the Dreyfus Case. Even if this book does not produce the same reaction as Zola's *J'accuse*. Professor Eddy is to be commended for his great efforts to set the record straight. Academics everywhere in the western world will be indebted to him for his part in the struggle to maintain academic freedom. It can only be hoped that his book will fulfill its purpose and arouse such controversy that the Orr case will be re-opened and thus will be made possible the final vindication of Professor Sydney Sparkes Orr.

W. D. SMITH,
Brandon College

FACULTY PARTICIPATION IN UNIVERSITY GOVERNMENT

St. John's College, Winnipeg

by A. M. C. Waterman*

C.A.U.T. members across the country will be interested in recent developments at St. John's College in the University of Manitoba. St. John's College was incorporated under an Act of the Province of Manitoba 34 Vict., XXXIX. Its government is vested in the *Corporation*, which includes the Metropolitan and all the bishops of the ecclesiastical province of Rupert's Land, the Warden, the Chairman of Convocation, the Deans, and a number of persons appointed or elected by various groups concerned with the College — including two elected by the College Board "from the professors in Arts and Divinity".

The Corporation seldom meets more than annually, and for all practical purposes the government of the College is in the hands of a small executive committee of the Corporation called the *College Council*. The Council consists of fifteen members appointed annually by the Corporation, and bears much the same relation to it as the board of directors to the annual general meeting of shareholders in a commercial corporation. The Archbishop, the Warden, a few of the more prominent of the diocesan clergy, and about ten business and professional men of some local prominence (and church connection) make up this body, and it is here that real power resides. Meetings are held monthly, with sub-committee meetings as necessary, to decide all matters of financial policy, building and expansion, staff and administrative appointments, etc. Academic policy is made by the *College Board* (Warden, Deans, and Associate Professors and above), but even this must be ratified by the Council if it in any way affects the temporalities of the College.

In 1958 a Faculty Association was formed at the College; its first President was the Rev. C. C. Landon, then Professor of Philosophy and now Warden of the College.

In 1960, the Council was persuaded to invite the Deans of Arts and Divinity to its meetings as observers, with right to speak but without vote. This practice has continued since then.

*Secretary, St. John's College Faculty Association.

In 1961, the Faculty Association made increasing contact with individual members of Council, eventually convincing some of them that the Association ought to have a chance to air its view at Council meetings. The question of full voting membership for faculty representatives — which is still in considerable doubt — could not be legislated by Council itself : this would need an amendment to the constitution, only possible by act of the Synod of Rupert's Land. As a compromise, the Association was asked last February to send two representatives to Council meetings, "such representatives to be encouraged to interpret faculty views to the Council and *vice versa*". This is an experiment, and will be reviewed after one year; at that time Council may (1) terminate the arrangement, or (2) ask Synod to give statutory voting membership to the faculty representatives, or (3) continue the present compromise informally.

The present situation, then, is that the Warden, (who is essentially a member of the Administration) two Deans, and the President and Secretary of the Faculty Association, represent the faculty at Council meetings and are generally consulted as to the government and policy of the College. Only the Warden has a vote, however.

Meanwhile, the Association continues to pursue the objective of permanent statutory representation. Further steps towards self-government, while under discussion, are necessarily limited by economic factors.

NOTICE OF POSITIONS VACANT*

University of Alberta, Edmonton, invites applications for appointment in Anthropology at the probable rank of Assistant Professor, with salary in the range of \$6,500 to \$8,750, depending on qualifications and experience. The preferred fields of special competence and interest are Archaeology and Ethnology, particularly of North America. The appointee would be expected to develop these fields and to participate in teaching of the Introductory Anthropology course.

The teaching year runs from late September until mid-May. The teaching load is nine hours.

*The *Bulletin* carries these notices free of charge. Notices should be sent to the Executive Secretary, C.A.U.T., 77 Metcalfe Street, Ottawa.

Offerings in Anthropology were begun at this University in 1961, and it is hoped that during the next several years these will be developed into regular B.A. and M.A. programs. At present, Anthropology is administratively joined with Sociology in a single department.

The announced position is subject to legislative approval of the budget early in 1963. Those interested are asked to send their *vita*, including names of at least three references, without delay to :

DR. CHARLES S. BRANT,
Department of Sociology and Anthropology,
University of Alberta,
Edmonton, Alberta, Canada.

University of Alberta, Edmonton. The Department of Sociology invites applications for the following types of appointments :

1. *Sessional lecturer in Sociology :*

Appointment period, September 1963 — April 1964.

Course load : 9 hours, three sections of introductory sociology.

Salary : \$4,500-\$5,000 for the session, depending on qualifications.

Requirements : M.A. and some work toward Ph.D., but Ph.D. itself not required.

Appointee may be considered for re-appointment.

Applicants should submit *vita*, transcripts, and names of three references. Additional information may be gained by writing the Department of Sociology.

2. *Visiting Professor of Sociology :*

Appointment period : September 1963-January 1964, or January 1964 - April 1964, or September through April.

Course load : 5-6 hours, consisting of graduate seminar, a senior course, and several staff seminars in area of competence.

Salary : dependent on qualifications.

Candidate should be an established person in his field.
Emeritus sociologists are encouraged to apply.
Those interested should write to :

R. L. JAMES, Head,
Department of Sociology.

University of Alberta, Calgary.

Applications are invited for the post of Assistant Professor of Botany as from 1 September 1963.

Applicants should hold the Ph.D. degree and should have some teaching and research experience. Preference will be given to a Flowering Plant Taxonomist.

Salary range : \$6,500 and higher.

Applications, accompanied by a recent photograph, a full *curriculum vitae*, and the names and addresses of three referees should be sent to :

THE DEAN,
Faculty of Arts and Science,
University of Alberta, Calgary,
Alberta, Canada.

All appointments are subject to the approval of the Board of Governors.

University of Alberta, Calgary, invites applications for positions as Assistant Professors in the Department of Zoology. All appointments are subject to the approval of the Board of Governors.

Preference will be given to biologists with teaching and research experience in cellular physiology (or molecular biology), ethology, embryology, or genetics.

Salary range for Assistant Professors : \$6,500 to \$8,700.

Applications, with a full *curriculum vitae*, a recent photograph or snapshot, the names and addresses of three referees, to :

THE DEAN,
Faculty of Arts and Science,
University of Alberta, Calgary,
Alberta, Canada.

Carleton University, Ottawa.

Department of Political Science

Lecturer or Assistant Professor with interests in political theory or comparative government, preferably bilingual and under the age of 30. Applications and supporting information, including a statement of research interests, should be sent to the Chairman of the Department, preferably before 1 March. At least two referees should be requested to send recommendations.

Department of History

Assistant Professor or Associate Professor, specializing in medieval studies. Duties to begin in September 1963. Inquiries and applications to :

D. M. L. FARR,
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Applications are invited for appointments in the Department of Electrical Engineering. Candidates should have an interest in one or more of the following :

Network Theory ; Non-linear Circuits ; Communications ; Control Systems ; Digital Systems.

A Doctorate in Electrical Engineering is required and industrial research or development experience would be an advantage.

Duties include teaching at undergraduate and graduate levels, conducting research and supervising graduate students. Salary

according to qualifications and experience. Assistant Professor \$7,020 - \$8,730; Associate Professor \$9,000 - \$11,310. Additional stipends for summer research work.

Applications and inquiries should be addressed to :

THE CHAIRMAN,
Department of Electrical Engineering,
McMaster University,
Hamilton, Ontario.

The University of Manitoba, Winnipeg.

Applications are invited for the position of Professor and Director, School of Music. A well-trained musicologist is preferred, though others will be considered. Some administrative experience is desirable. The minimum Professorial salary is \$12,000 per annum. Actual salary offered will depend upon qualifications. Apply to : Professor W. J. Waines, Vice-President (Academic), University of Manitoba, Winnipeg 19, Manitoba.

University of Montreal. The Department of English has vacancies in 1) advanced B.A. and graduate courses in English literature, and 2) courses in English as a second language. Though the language of classroom instruction is English, other university business is customarily transacted in French. Address inquiries to Professor Robert M. Browne, Chairman, Department of English.

Monash University, Clayton, Nr. Melbourne, Australia.

Chair of Agricultural Economics

The Council invites applications from suitably qualified persons for appointment to a Chair of Agricultural Economics. This will be a Second Chair in the Department of Economics. In the first instance the teaching commitments will involve teaching third year pass and fourth year honours students in the Faculty of Economics and the supervision of candidates for higher degrees. While the Faculty will be taking 200 students into first year in 1963 the third year numbers will be only about 30.

Salary : £A4,250 per annum. Superannuation on the F.S.S.U. basis.

Full information on application procedure, conditions of appointment, etc. is available from the Secretary, The Association of Universities of the British Commonwealth, Appointments Section, Marlborough House, Pall Mall, London S.W.1., or the Registrar of the University, P.O. Box 92, Clayton, Victoria, Australia.

Closing Date : Applications close with the Registrar of the University on 4 February 1963.

The Council reserves the right to make no appointment or to appoint to the Chair by invitation at any stage.

Victoria College, Victoria, B.C.

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Zoology : Instructor or Assistant Professor.

Please submit applications, with details of degrees and experience, three letters of recommendation and a photograph (if possible before 12 February), to the appropriate departmental head, or to the Principal, Victoria College, Victoria, B.C.

Sir George Williams University, Montreal, invites applications for the following positions. Lecturer or Assistant Professor in Zoology, preferably a person with interests in physiology. Senior Demonstrator in Zoology. Senior Demonstrator in Botany. Acceptable qualifications for the latter positions would be an honours B.Sc. or an M.Sc.

Applications should be sent to Professor J. M. Honeyman and a *curriculum vitae* should be included with the first letter of inquiry.

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